

Bradfordville Public School

2019 Annual Report



4406

Introduction

The Annual Report for 2019 is provided to the community of Bradfordville Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

A highly educated, skilled and inclusive school where students achieve their learning potential, engage in activities which enhance their wellbeing and contribute positively to our school community and society as a whole.

School context

Bradfordville Public School is located in an outer suburb of Goulburn. The school is a proud and active member of the Goulburn Community of Public Schools (GCOPS) which works collaboratively and productively to provide opportunities for students and training and development for staff.

At Bradfordville Public School there are 12 classes and 287 students enrolled, with 8% of students identifying as Aboriginal or Torres Strait Islander. 5% of Bradfordville students have a language background other than English (LBOTE)

Students come from a variety of socio-economic backgrounds. In 2019, the school had a Family Occupation and Education (FOE) index of 124 which reflects the diverse makeup of the community but also indicates that a large percentage of families meet criteria for disadvantage. The school has a strong culture of excellence in the performing arts and sporting pursuits and takes great pride in the provision of a holistic curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Connect through Learning

Purpose

To build the capacity of students to actively connect to their learning through purposeful, engaging personalised learning and strengthening their capacity to make informed choices to enhance wellbeing.

Improvement Measures

Reduction in the number of students with recorded behaviour incidents as evidenced by referrals from staff and suspension data.

Increase in the number of students who achieve the top three levels of the school merit system, as evidenced through our awards presentations.

All students are able to self-reflect and set personal learning goals as evidenced by their engagement with learning intentions and success criteria.

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Implement whole school wellbeing practices to support the emotional and social development of students to enhance learning.

Evaluation	Funds Expended (Resources)
2018 – 95% increase (to 61 from 32 in 2017) in top three tiers of the merit system	* Peer Support training for Student Leaders (\$500)
2019 – 33% increase (to 80 from 61 in 2018) in top three tiers of the merit system	* Bounce Back Program (\$2970)
All Staff completed the 3 hour NESA accredited Bounce Back training. Two texts for each stage were purchased, plus online access for all staff. Trial completed in Term 4, positive feedback from staff and students. Scope and Sequence created for each stage, ready for implementation in 2020.	* Staff Training in Bounce Back (\$500)
	* Bounce Back resources (\$100)
	* Merit system awards (\$800)

Process 2: Student Learning

Developing the students' ability to reflect on their learning and use feedback to make informed decisions about their learning progress and assist them in achieving at a proficient level (Bump it Up).

Evaluation	Funds Expended (Resources)
Stage 3 students have done some work on goal setting and using feedback. The Visible Learning training initiative has been delayed across the school due to the emphasis on Quality Teaching Rounds and the time necessary to implement successfully. This will take priority in 2020. Some staff did attend initial training.	* Assistant Principal Learning and Wellbeing established and ongoing (\$35000 per annum)
Students across the school have been exposed regularly to the concept of learning intentions.	* \$5000 Visible Learning training, accommodation and relief.

Strategic Direction 2

Succeed through Teaching

Purpose

To create a stimulating and engaging professional environment for all staff, supported by a positive, collaborative culture that develops skilled and high performing teachers with high aspirations for students.

Improvement Measures

8% increase in the number of students in the top two bands for reading and numeracy in NAPLAN (Bump it Up) as evidenced in NAPLAN.

Increase the proportion of Aboriginal students in the top two bands by 30% in numeracy and reading as evidenced in NAPLAN

All staff effectively using student assessment data, both external and internal, to inform practice, evidenced through engagement in training and implementation of school processes and referenced in teaching programs..

Progress towards achieving improvement measures

Process 1: Quality Teaching

Implement whole school quality teaching practices driven by collaboration and professional development of staff.

Evaluation	Funds Expended (Resources)
All teaching staff have engaged in Quality Teaching Rounds (QTR) collegial groups, showing evidence of reflective practice. This will continue in 2020. In NAPLAN 2019, Aboriginal students at Bradfordville PS achieved highly in all areas except numeracy. This was especially evident when compared with Aboriginal students from Similar School Groups and the state.	\$4000 (8 relief days) 12 relief days from within school staffing allocation

Process 2: Data Informed Practice

Develop and implement school wide assessment and data processes to inform teaching practice.

Evaluation	Funds Expended (Resources)
Assessment schedules for stage 1 are complete. Stage 2 and 3 are in draft format. Early stage 1 in process. All K-2 staff have implemented a visual learning wall for one aspect of "Creating Text" and "Additive Strategies". K-2 implementing the Consistent Teacher Judgement (CTJ) strategy as part of "supplementary school" activities. Stages 2 and 3 addressing CTJ in general.	\$5000 (10 days relief) for ongoing training in data use

Strategic Direction 3

Thrive through Leading

Purpose

To establish a professional learning community which is focused on continuous improvement of teaching and learning

Improvement Measures

All staff comply with DoE policy in all areas of fiscal management as evidenced by successful audit.

Increased engagement and satisfaction of students and staff, identified through surveys and school assessment tools, regarding future-focused pedagogy.

Improved results in literacy and numeracy K–6, using both external and internal data and achievement of the Premier's priorities of an increase of 30% of Aboriginal students and 8% of all students at proficient level (NAPLAND top two bands).

All staff engaged in utilising current research to inform and improve practice.

Progress towards achieving improvement measures

Process 1: Resources

Implementing a whole school approach/strategy to develop and utilise the skills, knowledge and leadership capacity of all staff and the effective use of resources.

Evaluation	Funds Expended (Resources)
Completion delayed until 2020. A skills audit of all staff was undertaken and the data available for all staff. An evaluation of the current processes was undertaken earlier in the year and although changes are needed, current processes will remain in place until 2020.	Nil

Process 2: Leadership

Create a culture of high expectations for staff through collaborative practice and quality teaching that is supported by evidence-based research

Evaluation	Funds Expended (Resources)
Executive have been providing appropriate and regular readings to staff to support learning and engagement with Quality Teaching Rounds and Visible Learning. This will continue in 2020 with the plan to have staff identify and engage with readings from CESE of their own accord.	Nil

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<ul style="list-style-type: none"> * Relief days provided to each teacher to develop PLPs and coordinate and hold meetings with parents (18 days from within school staffing) * Cultural Day held in September for all students (\$5500) * Two flagpoles installed for Aboriginal and ATSI flags (\$1975) 	<p>Aboriginal students have been supported to improve their learning and meet their PLP goals. 50% of families engaged with supporting students and teachers to write PLP's.</p> <p>An Aboriginal Cultural day for the whole school involved activities that strengthened all students understanding of culture and reconciliation. Students were taught by 5 community members in the areas of art, artefacts, story, song, dance and ceremony.</p> <p>The school fitness-a-thon was based on Indigenous games. Students rotated through 12 activities, each of which was based on a game from various Aboriginal tribes from across Australia.</p> <p>Nine Aboriginal students participated in the Goulburn Community of Public Schools Aboriginal dance group, completing training and practice with community leaders and performing with other schools on stage during Education Week.</p> <p>Community consultation began with the design of the Aboriginal Yarning Circle. Students voted on final designs and one was chosen as the design to start in 2020.</p> <p>Additional flag poles were purchased and installed. The Aboriginal and Torres Strait Island flags were sourced and the ceremony to officially raise the flags set for February 2020. The Goulburn AECG, ACLO and family members invited for the ceremony.</p> <p>Two Aboriginal students in Year 5 attended the AECG STEM Camp at Tidbinbilla ACT, supported by AP Learning and Wellbeing. The cultural emersion and connection with other leaders from across NSW was empowering and a deep learning experience that went both ways for students and teacher.</p> <p>Bradfordville PS hosted the regional NAIDOC Public Speaking Challenge. Two teams in Stage 3 entered, one being successful to make it onto the final in Wollongong. The team received a highly commended for their speech on Voice, Treaty, Truth.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	140	137	147	151
Girls	124	119	141	140

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.6	92.8	94	91
1	94.8	91.2	93.6	93
2	95.4	94.3	92.4	92.6
3	95.2	95	94.6	89.6
4	93.9	94.6	94.1	91.8
5	94	93.6	94	92.7
6	95.1	92.7	92.2	89.9
All Years	94.6	93.6	93.6	91.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.54

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	280,532
Revenue	2,971,191
Appropriation	2,873,437
Sale of Goods and Services	3,038
Grants and contributions	91,818
Investment income	2,247
Other revenue	650
Expenses	-2,919,029
Employee related	-2,576,039
Operating expenses	-342,990
Surplus / deficit for the year	52,162

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	76,520
Equity Total	399,102
Equity - Aboriginal	28,575
Equity - Socio-economic	208,129
Equity - Language	13,722
Equity - Disability	148,677
Base Total	2,149,974
Base - Per Capita	67,576
Base - Location	2,108
Base - Other	2,080,290
Other Total	164,983
Grand Total	2,790,579

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Bradfordville Public School sought the opinions of parents, staff and students regarding various aspects of school life to inform the 2020 milestones of the school plan. Consultation was sought at P&C meetings and specific planning meetings, as well as school events. Staff were consulted through staff and network meetings, providing input on school plans, organisation and directions. Students opinions were sought through class discussions and then brought to Student Representative Council (SRC) meetings. Although the vast majority of parents, students and staff were satisfied with what the school offered, areas for improvement were identified to be addressed in the future. Surveys for parents, students and staff through Tell Them From Me, will be undertaken in 2020.

Parent feedback was sought regarding the change in the student sports shirt as the current design is no longer available. Using the Survey Monkey tool, over 100 responses were received for each of the surveys conducted. This will be a tool we will use more in 2020.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.